DOCUMENT RESUME

ED 061 546 CG 007 094

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TITLE Project Report for 1971-72 Title III Grant to Develop a "Model" High School Counseling Program.
INSTITUTION School City of Mishawaka, Ind.
PUB DATE 72
NOTE 44p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Bound Students; Counseling; *Counseling Effectiveness; Counseling Services; *Counselor Functions; *Noncollege Preparatory Students; Program Effectiveness; *Program Improvement; *Secondary School Counselors; Secondary School Students

ABSTRACT

Manifest deficiencies in the on-going secondary school counseling program precipitated the "remodeling" effort discussed in this report. Assessment of the need for change was undertaken via: (1) hearings; (2) student, teacher, and counselor questionnaires; (3) parents' perceptions; and (4) student evaluations. Much of this data is included in the report. Among the changes discussed are: (1) redistribution of counselor functions; (2) a heavier emphasis on non-college bound students; (3) more personal and family counseling; and (4) inservice training for counselors. The authors indicate that, because of such changes, a sound high school counseling service is emerging. (TL)

ED 061546

CG 007 094

PROJECT REPORT

1971-72 Title III Grant

School City of Mishawaka

"Developing a Model High School Counseling Program"

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CG 007 094

PROJECT REPORT FOR 1971-72 TITLE III GRANT TO DEVELOP A "MODEL" HIGH SCHOOL COUNSELING PROGRAM

by Jane Bebb
Director of Pupil Services, School City of Mishawaka

I. OVER VIEW

Through the support of a Federal Title III Grant, the Mishawaka Schools plan to develop a "new look" in high school counseling services for 2,000 high school students during the 1971-72 school year. The planning stages for the program were begun during May when official word of the grant was received. With the help of four professional consultants, the local guidance staff has been engaged in evaluative procedures intended to provide a direction for designing a model counseling service based upon the needs of the local students and staff. The planning team is exploring recommendations made by the APGA and ASCA about the role of the secondary counselor plus research concerning counseling techniques, procedures and processes in order to initiate a viable, dynamic counseling program that will place the counselor in an optimum position to meet the individual needs of every student in the high school.

Through a planned ongoing in-service training program, the counselors in the high school are presently engaged in meaningful dialogue and experiences to strengthen their skills as counselors, update their philosophical viewpoints and challenge their creativity to make valuable innovative contributions to the "model" service.

The rationale and prime focus for attempting to remodel the present counseling service was based upon the belief that the current program placed counselors in a position where a disproportionate amount of their counseling time was spent with the academically inclined, college bound students. The counselors, consequently, were more engaged with credit checking, scheduling procedures, admissions, and purely academic type counseling. It was further believed that because of the counselors' involvement with class activities and their resultant organizational demands, all students and teachers were being denied opportunities for real help with their concerns. Reduction of administrative tasks and clerical responsibilities for the counselors is an important part of the overall plans for remodeling the service.

The consultant-counselor team plans to seek answers to some important questions as the project moves toward its ultimate goal of providing the best possible counseling service for the high school. Such questions include (1) How well does a counselor relate to the classroom teacher? (2) Does the classroom teacher accept the counselor as a consultant for help in determining what is best for some of the students in his class? (3) Does the counselor really know how the classroom teacher feels about him? (4) How often do parents come to the counselor to discuss some of the problems relating to their children who are members of the counselor's group of counselees? (5) Does the counselor feel that parent conferences and relationships are an important part of his responsibility as a counselor? (6) How many of the counselees come to the counselor on a self-referral basis? (7) Does the counselor really make listening to "kids" his prime goal? (8) How does a counselor feel about and go about seeing each child and making him feel that the counselor is there to help?

CG 007 094

Resultant thinking during the early planning has led to the idea that an increased emphasis of the new counseling service should be placed upon the general needs of students who will not go into college but will go directly into the labor market or attend one or two years of technical college. There are indications based upon the high incidence of referrals to the psychological service of the school that many of the secondary school students have need for a different emphasis to be placed by the counselor on the approach to meeting individual needs. High priority concerns of every student include not only educational, occupational, and vocational counseling but the need for increased time to be spent in providing them with personal, social and family counseling.

It is hoped that the newly structured and oriented service will result in the reordering of priority needs, and will zero in upon remedial and preventive counseling techniques that just might help to reduce the over all drop rate, reduce some of the frustrations and failures experienced by many students, increase student's self-concepts and help them to make better choices educationally and vocationally, bring about behavioral modifications, bring about a better understanding by teachers, administrators and counselors of the needs of adolescent youth during the seventies, and provide the opportunity for better liaison and relationships with the families of the students in the school.

By the end of the 1971-72 school year it is hoped that more than modest gains in counseling and guidance effectiveness can be evident. The consultants, Dr. Merle Ohlson of Indiana State University, Dr. Eldon Ruff, and Dr. Gerald Dudley of Indiana University of South Bend, and Dr. Ivan Pangrac, Chief Clinical Psychologist for the St. Joseph County Mental Health Center are working with the counselors and the school administrative staff on the project. A variety of seminars, and workshops planned with and for the counselors are in progress and will continue. Hearings and appraisal check lists have been used with students, parents and teachers participating. The results have been vital in determining the direction of change.

There has been, during recent months, a great deal written, and said about the flaws and shortcomings of present day secondary counseling. The role of the secondary counselor has been defined, redefined and belabored to the point of creating a feeling of introspective futility among those charged with seeing that counseling services are provided in the secondary schools. It is hoped that the Mishawaka endeavor can resolve some of the flaws, reduce some of the shortcomings, and dispel the "over-thirty" generation gap between most high school students and their counselors and teachers.

The challenge as seen by the operational team is: can counselors really be placed in a position to enhance and make more functional most students' understanding of themselves, can counselors help students with their goal seeking, choice making and life planning, can counselors help counselees to develop socially and to mature in their relationships with others, can counselors help students to grow in their understanding of the role of education in their lives on their way to responsible, mature life planning? By the end of next year, Mishawaka counselors and high school staff may have some answers. They just may have developed something meaningful for all schools who would strive for improvement of counseling services.

The initial stages of development for this project were begun on May 10, 1971. The first step was the scheduling and conducting of hearings by the consulting team. They met during one day with parents, teachers and pupils of the high school. The intent of the hearings was to provide a sounding board for reactions concerning the present counseling services being offered at the high school. The results of the hearings were reported to the project director in the summary that follows:

"TO: Miss Jane Bebb
Director of Pupil Personnel Services
Mishawaka Public Schools
Mishawaka, Indiana

FROM: Dr. Gerald Dudley, Dr. Merle Olhsen, Dr. Eldon Ruff

RE: Report of the Counseling "Hearings" at Mishawaka High School

The following impressions were gained from students, teachers and parents during a May 10, 1971, visit to the Mishawaka High School Counseling Offices. Teachers, parents, and students related their feelings about the program as it now exists.

I. Teacher Perceptions

1. For the most part, there is little contact between counselors and teachers regarding student welfare
2. The students feel they have no one to whom they can relate personal problems.
3. Perhaps study halls could be eliminated to give teachers more time with students.
4. If the counselors could be given clerical assistance they are all capable of personal counseling.
5. At the present time there are very few volunteer counselees, most are called in by counselors.
6. Teachers perceive the counselor's suite as a non-approachable place.
7. Teachers do not recognize counselors as helpers but as record keepers and evaluators.
8. Some teachers do not see counselors as being cooperative - standard answer is it can't be done!
9. Teachers would like to feel the counseling office is a place they could go to discuss problems they have with students. They do not presently feel this way.
10. Student records need to be more available to teachers, and counselors more available to discuss records with teachers.
11. Student activities should not be carried out in the counseling office. Many times these activities shut out opportunities for counseling.

II. Parent Perceptions

1. At the present time the counselors at Mishawaka involve themselves with academic counseling, giving the effect of "counting credits" as the major activity.
2. There appears to be no one who "really cares."
3. "Nobody listens" so the image of school psychology does not exist - but should.
4. There was some question whether the present counselors could still be trained.
5. Parents resent counselors lack of personal concern for their children.
6. Parents want someone in the school who can help their children with personal problems.

III. Student Perceptions

1. The counselor's job is to talk about courses wanted in high school.
2. Students feel that the counselors should know more about colleges, and requirements for entrance.
3. If a student has ability he is considered college bound, even if he is uncertain he wants to pursue that course.
4. The school is too impersonal and too associated with academic concerns.
5. Changes that should be initiated are related to concerns for students who are not planning to go to college. It would be important if this change could also be coordinated with the junior high schools so that misinformation would be alleviated.
6. It appears important that students be given more responsibility for their course planning and that they have some say in choosing teachers and counselors.
7. There are some teachers and counselors with whom personal information can be discussed, but there is a need for younger ones who have a "social worker image."
8. In the present setup, the counselor reasons with students and persuades them while the dean's role is to threaten.
9. The detention system keeps some people straight, but it is probably not effective in changing attitudes.
10. Students feel the high school should have a closer liaison with the junior high.
11. Counselors force students into college programs if they are academically able.
12. Students want counselors to be "more human", "to really care", "to trust".
13. Counselors need to communicate more with teachers and administrators.
14. Counselors lack vocational information.
15. Counselors lack knowledge of high school subjects. They should visit classes to know what is going on. They tend to stereotype courses without understanding them.

16. Students don't feel free to interrupt counselors struggling with clerical details.
17. Counselors are busy, fine people but wonder if they know how to talk to youth about personal concerns."

The next evaluative procedure was to submit a questionnaire regarding the duties of a counselor to teachers, students and the counselors. In an analysis of the findings through the questionnaires Dr. Merle Ohlsen reported that:

> "You will recall that our hearings with students, teachers, parents, and counselors revealed that parents, teachers, and students requested more personal counseling. They all felt that counselors should be relieved of some of their clerical and administrative duties so that they could devote more time to students' personal development.
>
> The questionnaire responses from students, teachers and counselors reinforce the above points. Some of the items marked most by all the groups include 29, 30, 31, 32, 33, 50, and 51. However, teachers and students seem to recognize the need for counseling slightly more than the counselors do. Unfortunately all three groups also seem to emphasize other duties such as 11, 27, 42, 43, 58, 71, and 75 which can absorb all the counselor's time. They also seem to stress a few duties such as #25 which could cause them to be perceived as authoritarian or judgmental, and hence damage their relations with students."

(copies of the tabulated results of the questionnaire are included in the appendix to this document)

The third activity for the project was to establish an in-service seminar during June, 1971, through Dr. Ruff at Indiana University-South Bend. The seminar carried one hour credit and met for three hour sessions once a week for four weeks. Dr. Ivan Pangrac conducted the sessions dealing with "counseling problems".

In September, 1971, a student questionnaire to evaluate student feelings about counseling was issued by each counselor to 150 of his counselees. The questionnaires were coded so they could be resubmitted in the late spring of 1972. A copy of the questionnaire is included in the appendix. Dr. Gerald Dudley through research facilities at Indiana University-South Bend analyzed the data. This report is as follows:

"The following generalized results from an analysis of the Guidance and Counselor Questionnaire samples of student responses are reported here in the categories of (1) student characteristics, (2) use made of counseling services, and (3) perceived quality of the relationship.

1. Student characteristics - Samples of students from the 9, 10, 11 and 12 grades responded to items for each of the five counselors. There appeared to be an even distribution of boys and girls across grades and counselors, with no sex perference for any counselor. The age-grade relationship showed little variation from the grade 9, age 14; grade 10, age 15; grade 11, age 16; grade 12, age 17 norm.

2. Use made of counseling services - Student contact with all counselors for the student sample averaged between 1 and 2 per grade level with a tendency to increase in frequency as the student progresses in high school. The self-referred and arranged contacts were nearly equal in frequency, with freshmen and seniors more often having counselor initiated interviews while sophomores and juniors requested interviews more frequently. Freshmen and sophomores appear more apt to request further counseling while juniors and seniors may not. This response category had the fewest responses on the questionnaire. The frequency with which students voluntarily seek counseling appears to be different among counselors as they interact with grade levels. Students report they were involved in less than one group experience per year on the average. This varied somewhat among the counselors as they interacted with grade levels.

3. Perceived quality of the counseling relationship - Students rated the counselors on a 7 point Likert scale, with regard to qualities of the counseling relationship. Some differences were noted among counselors but the variation appeared to be subtle.
Helpfulness - Counselors seen as most helpful (2) during the junior year with the rating being average.
Understanding - This quality rated as less than (2.5) average with juniors being least critical.
Listened - Students in general felt they were (2) heard during the counseling interview.
Personal Interest - Although there was some variation (2.8) among counselors, lack of personal feeling was reflected in the responses. Juniors again were least critical.
Confidential respect - Juniors were least critical in (2.6) this area also with students rating counselors less than average in respect.
Freedom to talk openly - Students rated counselors (3) more than average when perceived as allowing the student to talk openly.
Academic help - The counselors were rated somewhat (4.2) below average in this category with grade preferences related to individual counselors.
Self learning - Students rated the counselors below (4.5) average when providing assistance with self-awareness and self-knowledge.
Personal change through counseling - Students felt they (5.1) had not changed as a result of counseling.
Emotional Release - Counselors were rated below average (5) as a source for "getting things off their chests"... student opinion.

Help in Career Planning - Students rated counselors average in (3.3) this category although a wide variation exists among counselors and across grade levels.
Help in Educational Planning - Counselors were rated above average (2.7) in their ability to help with educational plans. Seniors rated the counselors closer to average than the other grades while sophomores were next.

If counselors would be assigned grade levels on the basis of these responses the preferences would be as follows:

Davis - Sophomores and seniors but not juniors.
Dalkowski - Seniors but no juniors
Wukovits - juniors and sophomores but no freshmen
Golba - Freshmen and seniors but no juniors
Rea - Freshmen and sophomores but no seniors.

Summary provided by Dr. Gerald Dudley"

The next step in the "recycling" process involved the realignment of duties, counselees, and priorities for the counseling staff. Several meetings were held with the high school principal, counselors, project director, consultants and assistant superintendent-instruction participating. As a result of these meetings some positive actions were taken.

1. All student scheduling and class sponsor duties were reassigned to non-counselor personnel.
2. Counselees were asiigned on the basis of each counselor taking 1/5 of each class, 9-12. Previously, counselors served one class and spent four years with it. It was also decided that students with personal problems could seek help from any counselor if he so desired even though he would remain for administrative purposes in his original counselor's group.
3. Specific responsibilities for high school counselors were examined and assigned as indicated on the next two pages.

SPECIFIC RESPONSIBILITIES FOR HIGH SCHOOL COUNSELORS
APPROPRIATE FOR A "MODEL" COUNSELING PROGRAM

1. Provide individual counseling for each student in the areas of educational planning, vocational planning, social adjustment and personal adjustment.

All Counselors

2. Engage in group counseling procedures for groups of students with mutual concerns.

All Counselors

3. Arrange for and hold conferences (either in small groups or individually) with teachers. Be ready to help them in any way to better understand their students.

All Counselors

4. Arrange for and hold conferences with parents as needed.

All Counselors

5. Perform the necessary clerical duties to help individual students to make course selections, course changes and to complete election cards in order to provide tallies for the master schedule.

All Counselors

6. Perform such clerical duties as needed to help students to meet graduation requirements.

All Counselors

7. Hold conferences with department heads as needed to be aware of curriculum developments.

Davis, Dalkowski, Golba

8. Perform the clerical duties required to provide information, and tallies for summer school enrollment.

All counselors

9. With teacher approval make classroom observations of students who are undergoing intensive counseling if such observations will be of help to the counselor in his relationship with his counselee.

All counselors

10. Organize schedule for meetings with four year college admissions representatives.

Mrs. Davis

11. Organize schedule for meetings with trade school, technical school, and other two year college representatives.

Mr. Dalkowski

12. Organize and implement college board testing procedure and administration.

Miss Rea

13. Organize and disseminate all scholarship information.

Mr. Wukovits

14. Organize and handle NELSON DENNY READING TESTS. Miss Rea

15. Organize and handle KUDER TEST procedures. Miss Rea

16. Organize and handle MOONEY CHECK LIST procedures. Miss Rea

17. Organize and handle SAT-OLMAT 11th grade testing. Miss Rea

18. Serve on principal's cabinet. Mrs. Davis

19. Serve on Honors and Awards Committee. All counselors

20. Assist students in making contact for post high school entrance into the labor market.

Dalkowski, Wayne

21. Assist students in meeting entrance requirements and making choices for all post high school educational plans.

Dalkowski, Davis

22. Make referrals to appropriate community agencies for individual students if such further help is needed.

Golba

23. Establish a strong line of feed back communication with all teachers concerning student referrals. (within the limits of confidentiality)

All counselors

24. Actively engage in professional organizations and in-service projects in order to strengthen personal skills as counselors.

Golba

25. Maintain a strong rapport with counselors at other levels within the school system and participate in mutual activities.

Golba

26. Build a strong working relationship with all other special service staff members, such as, school nurse, speech therapist, psychologist, attendance supervisor and deans.

Golba

27. Develop and carry out follow-up research with graduates and dropouts.

Wukovits

During late October, 1971, another counselor in-service training session was scheduled at Indiana University-South Bend. This seminar carried two semester hours of credit. The group met for three hours plus each week for ten weeks. All of the consultants participated in the sessions. A report of the session content follows:

MISHAWAKA HIGH SCHOOL COUNSELORS

In-Service Workshop on Group Processes in Guidance

The Workshop was designed to acquaint the counselors with the current theories and techniques in group process. The initial session was conducted by Dr. Merle Ohlsen from Indiana State University. He provided the group with an overview of group processes through discussion and demonstration. The next four sessions were conducted by Dr. Ivan Pangrac and dealt with basic theories. Two sessions were conducted by Dr. Gerald Dudley on utilizing effective group procedures for test interpretation. Two sessions were conducted by Dr. Eldon Ruff on group procedures for Career Guidance. A final summary session was conducted by Dr. Ruff and Dr. Dudley to pull together the discussions from the semester and to outline plans for implementing various group procedures in the school during the spring.

A change in the planning for high school to be done at the eighth grade level was carried out through numerous meetings during October and November. One counselor, Mr. Golba, was the liaison from the high school for this project. He worked with the project director, consultants, principals and junior high counselors to redesign forms, procedures and curriculum offerings. From these meetings came an increased flexibility in program choices and planning for students entering the ninth grade. All course titles were eliminated.

The project director revised the two booklets used by the junior high counselors and students in their high school planning. A new four year plan form was designed to be completed in triplicate - one copy for student and parents, two copies for the high school counselors. One old form, a trial election blank, was eliminated as a result. New forms for making course changes at the high school were designed. (copies of the new booklets and forms are included in the appendix)

On January 18, 1972, a new in-service program was instituted, again through Dr. Ruff and Dr. Dudley at Indiana University-South Bend. This course carried three semester credit hours and was a practicum in counseling. In addition to university class meetings - on-site activities were undertaken using tape recorders and video-tape equipment. The goal of the practicum was to improve specific counseling skills and techniques. The course will conclude May 2, 1972.

Each counselor was asked to file a personal report of activities during the first semester. Excerpts from these reports follow:

"Plans are being made to use materials and personnel from the Career Resource Center to present career planning information to the freshman citizenship classes. We will then follow up with additional guidance.

In working with my pupils for academic planning, I presented their semester trial election cards to them in their sponsor rooms, discussed requirements, and electives. They asked questions and made notes on the cards for individual requests. Those who requested changes or individual attention were called in for any needed changes. However, I continued my practice of individual conferences with the seniors, to be sure that they were going to be able to graduate in June. Spring term I plan to use the individual conference method with the current juniors.

We have encouraged pupils to see any counselor with whom they feel most comfortable. It seems to me that more pupils are seeking help with home or social problems. All of us are more free to offer assistance to drop-ins who want to see just anyone.

We have made concessions to a few pupils who find school unpleasant mostly because they don't see how it "will help them". I don't feel that this has been particularly successful. Two pupils have dropped out officially and two have "Dropped-out" by the truancy route.

I have been making more telephone calls to parents regarding poor work or unacceptable behavior. I've also asked pupils to have their parents to call me about choices or problems in all cases the parents have seemed to welcome this contact.

I have not yet attempted any group counseling, but I have been screening a few pupils for a "home problems" group.

Conferences already in progress with:

a. potential dropouts (names secured from deans)
b. potential failures (names secured following perusal of report cards)
c. disfunctioning and behavioral students (names secured from variety of sources, notably teachers)

Group sessions in planning stage - would involve slow learners.

Gained background in theory of personality so that I can be more effective in personal counseling.

I don't think I would ever attempt group counseling without class at I.U. Now I look forward to starting in 2nd semester when present schedule is changed. Much needed information was provided in methods for screening clients, group dynamics, topics for discussion, and a solution to space problem.

Reader-printer is being used extensively.

In the process of ordering tapes and Dukene projector with emphasis on meeting needs of students in area of career planning.

Occasional conferences with our graduates for evaluation of their high school careers. Use of our graduates for talking with interested present seniors.

A bulletin was sent to Industrial Arts Department explaining my relationship to their department and in career plans, technical schools, and my availability to them.

Plans are in offing to use Indiana Resource Center and to invite persons via the Directory of Career Resource Personnel.

Changes that have resulted are:

The student body is divided approximately equally among 5 counselors.

This is an alphabetical division rather than by class division.

There is a division of non-counseling tasks among 5 counselors

The counselor representative on the principal's cabinet may change from year to year.

Freshman and senior activities are handled outside the guidance office

Freshman cumulative record cards are made available to all teachers without having to go through the counselor involved.

Students can go to any counselor he feels can help him. Although this was true in the past, I believe they are more aware of it now.

Several forms have been revised to illustrate to the student his responsibility in developing his own program of studies.

Counselors have participated in an in-service training program and have become more aware of the services of the Career Resource Center."

A recommendation for additional activities to be initiated was made on January 17, 1972. A copy of that recommendation is included here:

January 17, 1972

TO: Mr. Frank Firmani, Assistant Superintendent-Instruction

FROM: Jane Bebb, Director, Pupil Services

RE: High School Model Counseling Project

The two consultants, Dr. Eldon Ruff and Dr. Gerald Dudley and myself are agreed that to continue the recycling of our high school counseling program several new activities in which counselors would actively engage during the remainder of the school year and continuing into the future are as follows:

1. Each counselor should arrange with the principal to have released time to visit a representative variety of industries, and commercial establishments within our community to become well acquainted with local career opportunities.

2. Visit the Elkhart Career Center.

3. Visit several area counseling programs; e.g., Elkhart High School, two Michigan City High Schools, Highland High School, Chesterton High School, three South Bend High Schools (Clay, LaSalle and Jackson or Adams).

4. Engage in home visits where the case indicates a need. Counselors should get into the homes of some of their clients in order to better understand the students' problems.

5. Arrange for and hold more conferences with the teaching staff.

6. Make one get acquainted visit to each community agency that can serve the school through referrals; e.g., F.C.C., Mental Health Center, St. Joseph County Hearing Center, Vocational Rehabilitation Service, Catholic Charities, Mental Health Association, Juvenile Detention Home and office, Department of Public Welfare, Indiana Employment Service and any others they may feel are appropriate.

All arrangements for these activities that would entail the counselors being out of their offices should be cleared with the high school principal. The visits should be staggered so only one or two are out in the field on any given day. Items 1, 4 and 5 should be considered permanently continuing activities. Items 2, 3 and 6 would be one time activities.

We would appreciate it if you would discuss these proposals with Dr. Koger and Mr. Smith and authorize in writing their implementation if you agree to their value. Hopefully, this could start during the 2nd semester."

A panel from Mishawaka discussed the project at the IPGA State Conference February 11-12, 1972. Included were Dr. Eldon Ruff, consultant, Mr. Robert Smith, high school principal, Jane Bebb, project director, Charles Golba, counselor and Jeannette Davis, counselor. The title of the presentation was "Recycling a High School Counseling Program".

In January the South Bend Tribune carried an article concerning the project based on an interview with the project director. A copy of this article is included in the appendix.

It is further planned to conduct a short seminar during June at Indiana University-South Bend to round out the in-service training for the year.

Expenditures for the project through February, 1972 are itemized as follows:

Appropriations	$8,287.50
Spent	3,696.54
Balance	$4,590.96

140.01

12/14/71	8850	Jane Bebb	$ 49.39	Expenses

123 Consultants

5/25/71	7719	Dr. Merle Ohlsen	389.20	Consultant Service
	7720	Dr. Ivan Pangrac	100.00	Consultant Service
	7721	Dr. Eldon Ruff and Dr. Gerald Dudley	100.00	Consultant Service
	7823	Dr. Eldon Ruff	100.00	Consultant Service
	7854	Dr. Gerald Dudley	100.00	Consultant Service
8/26/71	2475	Dr. Ivan Pangrac	480.00	Model Counseling Program
10/26/71	8431	Dr. Merle Ohlsen	151.60	Expenses
	8432	Dr. Eldon Ruff	400.00	Services
12/30/71	2681	Dr. Gerald Dudley	200.00	Counseling Service
	2683	Dr. Ivan Pangrac	200.00	Training
2/72	9015	Dr. Eldon Ruff	200.00	Consultant Service
	9016	Kim Powers	25.00	Consultant Service

216.03

7/27/71	2351	Al Dalkowski	80.00	Services
	2352	Jeanette Davis	80.00	Services
	2353	John Golba	80.00	Services
	2354	Indiana University	100.00	Fees for Dalkowski, Davis, Wukovits and Golba
	2355	Victor Wukovits	70.00	Services
12/30/71	2685	Victor Wukovits	150.00	Training
	2684	Audra Rea	150.00	Training
	2682	Charles Golba	150.00	Training
	2677	Jeanette Davis	150.00	Training
1/11/72	8929	Al Dalkowski	150.00	Training

241.15

11/9/71	8550	B.C.S. Publishing Company	41.35	Book on Counseling
			$3,696.54	

III. SUMMARY

Answers to many of the qeustions posed in the over view are still being sought. There are many intangibles in a project such as this. Complete objective evaluative results may be several years away. However, as the over view and chronlog are studied two positive facts emerge: (1) There was a need for change. (2) Change is taking place. Evidence for the need for change came through in the, (a) hearings, (b) student, teacher, counselor questionnaires and (c) the student evaluation. Although less tangible, there is visibility of change in the counselors' relationships with one another, with students, with teachers and with parents. Further change is indicated in the personal reports of the activities of the counselors, in the change in procedures for high school planning, in the realignment of duties and in the redirection of counseling priorities from a college oriented, academic emphasis to increased emphasis on personal-social and career counseling for all students.

Further evaluation will be made through the repeat of the questionnaire. Hopefully, the results will indicate more objectively that a change in the "counseling image" has taken place. It is felt that the year has produced some catalytic agents that ultimately will result in a sound high school counseling service. The project will need to continue for another year or two if these changes are to reach full fruition

APPENDIX I

Counselor's Role
Scoring Directions

In order to obtain a score for each item record for each item:

7 for each A.

6 for each B.

4 for each ✓.

2 for each E.

1 for each F.

0 for each occasion when the item has not been checked.

Obviously, some items which are checked (✓) also will be marked with an A, B, E, or F. In these cases, consider only the scores for these four letters in scoring them.

THE SECONDARY SCHOOL COUNSELOR'S DUTIES

Directions for Teachers

Read over these statements, which some administrator or counselor said are a secondary school counselors' duties. Next, put a check in front of each one of these that you believe your school counselors do. After you have gone through the entire list and checked all these items which he does, then do this:

1. Write an A in front of three which you checked on which you believe counselors spend most of their time.

2. Write an F in front of three which you checked on which you believe that counselors spend the least of their time.

3. Go through the entire list of those you checked again and write a B in front of six items on which you believe that counselors spend next most of their time.

4. Finally, go through the rest of those checked and write an E in front of six on which counselors spend least time.

Teachers		The Secondary Counselor's Duties
170	1.	Administer individual intelligence tests.
96	2.	Administer individual tests of personality to students who are identified as having emotional problems.
270	3.	Administer school ability tests.
286	4.	Arrange parent conferences to discuss the family situations which might be affecting a student's school adjustment.
144	5.	Assist school personnel in selecting, revising, and improving the group testing program.
141	6.	Assist teachers in decision-making with such problems as grouping and retention.
109	7.	Assist teachers in setting up remedial learning groups.
112	8.	Assist the school administration in devising operational criteria for identifying exceptional students -- both the gifted and mentally retarded.
142	9.	Be responsible for the evaluation and educational placement of students who are physically handicapped.
128	10.	Be responsible for initiating case studies of students with emotional, developmental, and learning problems.
361	11.	Check on whether or not students have met graduation requirements.
44	12.	Collect and interpret pertinent research for the purpose of decision-making by administrators and special committees considering innovations in curriculum and instructional procedures.
128	13.	Confer with teachers on problems of motivating students' learning.
27	14.	Confer with teachers who wish help in clarifying instructional objectives and defining them in measurable terms.
24	15.	Conduct action research studies of comparative methods of instructional procedures and materials in conjunction with the curriculum department.
81	16.	Conduct group counseling sessions for students referred by teachers and parents.
83	17.	Conduct group counseling for students who seek help for themselves.

33 18. Conduct group sessions with teachers which are focused on self-understanding and ways in which they may better cope with emotional problems of pupils in the classroom.

48 19. Conduct in-service training with teachers in test administration procedures.

172 20. Conduct interviews with students, teachers, administrators, and parents as a means of collecting information pertinent to making a valid assessment of a child's developmental history.

269 21. Conduct parent conferences to discuss the academic progress of their children.

147 22. Conduct follow-up studies with former students.

37 23. Consult with teachers concerning problems of improving the learning climate with their classrooms.

224 24. Consult with teachers concerning pupils with whom they want assistance.

207 25. Contact regularly those students who are doing poorly and try to help them improve their school work.

18 26. Coordinate in-service education programs concerning the mental health aspects of teaching.

237 27. Coordinate the school testing program.

77 28. Cooperate with PTA's, YMCA's, church groups, and special school classes in giving talks on such topics as family relations, boy-girl problems, and similar issues.

319 29. Counsel failing students.

309 30. Counsel individually students who are referred by teachers, administrators and parents.

321 31. Counsel individually students who seek assistance on their own behalf.

272 32. Counsel new students.

237 33. Counsel students with personal problems.

25 34. Counsel teachers concerning their own personal problems.

121 35. Develop local test norms for ability, achievement, and aptitude tests.

163 36. Develop referral forms for use of teachers and administrators.

23 37. Discipline students.

116 38. Establish good working relationships with other pupil personnel workers.

179 39. Evaluate and calssify pupils for special instruction in areas of mental retardation, reading difficulty, and gifted classes.

129 40. Expedite referrals of students to outside agencies and serve as a liaison between these agencies and the school community.

179 41. Follow-up conferences with those who have referred students for help.

256 42. Help students complete college applications.

259 43. Help students develop post-high school educational plans.

395 44. Help students develop four-year school plans.

162 45. Help students identify and evaluate their saleable job skills for employment.

82 46. Help students find post-high school employment.

261 47. Help students obtain college scholarships and other financial aid.

66 48. Help students obtain part-time and summer employment.

146 49. Help students obtain information on foreign student exchanges.

315 50. Help students revise their educational plans.

241 51. Help students make vocational choices.

81 52. Hold staff meetings to acquaint teachers with referral procedures.

179 53. Identify and counsel underachieving pupils.

180 54. Initiate case conferences with the school psychologist, school nurse, and other pupil personnel workers regarding pupils with emotional and learning problems.

159 55. Interpret ability test results to individual parents.

149 56. Interpret tests and help teachers use test results.

60 57. Interpret to teachers the functions of other pupil personnel specialists in the school district.

270 58. Maintain accurate records of test results, reports of conferences with other school personnel and parents, and personal observations of students.

179 59. Maintain an adequate supply of guidance literature and materials for teachers and parents.

169 60. Meet with parent groups to acquaint them with the educational program of the school.

244 61. Orient junior high school students to high school.

152 62. Note any special request for courses and try to arrange to have them offered.

127 63. Participate in conferences with teachers, supervisors, and administrators concerned with assigning children to classes and special remedial programs.

166 64. Participate in referral conferences with teachers and administrators.

166 65. Prepare case histories of students experiencing difficulties in adjusting to the school environment.

162 66. Prepare statistical reports of test results comparing groups of students' educational growth over a period of years.

191 67. Prepare statistical summaries of aptitude and achievement test results.

71 68. Prepare written reports of pupil evaluations for teachers, parents and other referral psychological agencies.

21 69. Provide leadership training for students who are or would like to be student leaders.

59 70. Retest students whose scores on standardized achievement and ability measures are highly variable from test to test.

493 71. Schedule students' classes.

40 72. Serve as chairman of the building test selection committee.

36 73. Serve as consultant to faculty study groups, PTA meetings, departmental meetings, etc. for improving their group procedures.

52 74. Serve as resource person to the administrator in planning and conducting in-service meetings on the development and use of student records.

3 71 75. Serve as sponsor for a high school class.

71 76. Serve on curriculum committees in a consultative capacity on issues in planning, revising or evaluating instructional programs of study with psychological dimensions.

298 77. Set up pre-registration cards.

87 78. Supervise student elections.

364 79. Tally course selections.

131 80. Test any new students who transfer to the school without adequate ability and achievement data.

51 81. Work more closely with business and industry for the purpose of improving placement services.

THE SECONDARY SCHOOL COUNSELOR'S DUTIES

Directions for Counselors

Read every item listed below very carefully. Place a check mark in front of those which you do. After you have gone through the entire list and checked all those items you do, then do this:

1. Write an A in front of three which you checked for which you spend the greatest amount of time.

2. Write an F in front of three which you checked on which you spend the least amount of time.

3. Go through the entire list again and write a B in front of six of the rest of those you checked on which you spend next most time.

4. Finally, go through the rest of those checked and write an E in front of six on which you spend next least time.

Counselors	The Secondary Counselor's Duties
2	1. Administer individual intelligence tests.
0	2. Administer individual tests of personality to students who are identified as having emotional problems.
13	3. Administer school ability tests.
19	4. Arrange parent conferences to discuss the family situations which might be affecting a student's school adjustment.
4	5. Assist school personnel in selecting, revising, and improving the group testing program.
20	6. Assist teachers in decision-making with such problems as grouping and retention.
6	7. Assist teachers in setting up remedial learning groups.
14	8. Assist the school administration in devising operational criteria for identifying exceptional students -- both the gifted and mentally retarded.
4	9. Be responsible for the evaluation and educational placement of students who are physically handicapped.
12	10. Be responsible for initiating case studies of students with emotional, developmental, and learning problems.
26	11. Check on whether or not students have met graduation requirements.
3	12. Collect and interpret pertinent research for the purpose of decision-making by administrators and special committees considering innovations in curriculum and instructional procedures.
22	13. Confer with teachers on problems of motivating students' learning.
10	14. Confer with teachers who wish help in clarifying instructional objectives and defining them in measurable terms.
0	15. Conduct action research studies of comparative methods of instructional procedures and materials in conjunction with the curriculum department.
1	16. Conduct group counseling sessions for students referred by teachers and parents.
2	17. Conduct group counseling for students who seek help for themselves.

0 18. Conduct group sessions with teachers which are focused on self-understanding and ways in which they may better cope with emotional problems of pupils in the classroom.

2 19. Conduct in-service training with teachers in test administration procedures.

20 20. Conduct interviews with students, teachers, administrators, and parents as a means of collecting information pertinent to making a valid assessment of a child's developmental history.

26 21. Conduct parent conferences to discuss the academic progress of their children.

5 22. Conduct follow-up studies with former students.

8 23. Consult with teachers concerning problems of improving the learning climate with their classrooms.

25 24. Consult with teachers concerning pupils with whom they want assistance.

16 25. Contact regulary those students who are doing poorly and try to help them improve their school work.

0 26. Coordinate in-service education programs concerning the mental health aspects of teaching.

4 27. Coordinate the school testing program.

2 28. Cooperate with PTA's, YMCA's, church groups, and special school classes in giving talks on such topics as family relations, boy-girl problems, and similar issues.

24 29. Counsel failing students.

27 30. Counsel individually students who are referred by teachers, administrators and parents.

30 31. Counsel individually students who seek assistance on their own behalf.

22 32. Counsel new students.

26 33. Counsel students with personal problems.

0 34. Counsel teachers concerning their own personal problems.

0 35. Develop local test norms for ability, achievement, and aptitude tests.

0 36. Develop referral forms for use of teachers and administrators.

14 37. Discipline students.

12 38. Establish good working relationships with other pupil personnel workers.

8 39. Evaluate and classify pupils for special instruction in areas of mental retardation, reading difficulty, and gifted classes.

11 40. Expedite referrals of students to outside agencies and serve as a liaison between these agencies and the school community.

12 41. Follow-up conferences with those who have referred students for help.

20 42. Help students complete college applications.

22 43. Help students develop post-high school educational plans.

26 44. Help students develop four-year school plans.

18 45. Help students identify and evaluate their saleable job skills for employment.

8 46. Help students find post-high school employment.

20 47. Help students obtain college scholarships and other financial aid.

2 48. Help students obtain part-time and summer employment.

8 49. Help students obtain information on foreign student exchanges.

30 50. Help students revise their educational plans.

20 51. Help students make vocational choices.

0 52. Hold staff meetings to acquaint teachers with referral procedures.

22 53. Identify and counsel underachieving pupils.

7 54. Initiate case conferences with the school psychologist, school nurse, and other pupil personnel workers regarding pupils with emotional and learning problems.

11 55. Interpret ability test results to individual parents.

13 56. Interpret tests and help teachers use test results.

2 57. Interpret to teachers the functions of other pupil personnel specialists in the school district.

20 58. Maintain accurate records of test results, reports of conferences with other school personnel and parents, and personal observations of students.

7 59. Maintain an adequate supply of guidance literature and materials for teachers and parents.

9 60. Meet with parent groups to acquaint them with the educational program of the school.

14 61. Orient junior high school students to high school.

18 62. Note any special request for courses and try to arrange to have them offered.

20 63. Participate in conferences with teachers, supervisors, and administrators concerned with assigning children to classes and special remedial programs.

9 64. Participate in referral conferences with teachers and administrators.

13 65. Prepare case histories of students experiencing difficulties in adjusting to the school environment.

0 66. Prepare statistical reports of test results comparing groups of students' educational growth over a period of years.

0 67. Prepare statistical summaries of aptitude and achievement test results.

8 68. Prepare written reports of pupil evaluations for teachers, parents and other referral psychological agencies.

0 69. Provide leadership training for students who are or would like to be student leaders.

4 70. Retest students whose scores on standardized achievement and ability measures are highly variable from test to test.

28 71. Schedule students' classes.

0 72. Serve as chairman of the building test selection committee.

0 73. Serve as consultant to faculty study groups, PTA meetings, departmental meetings, etc. for improving their group procedures.

0 74. Serve as resource person to the administrator in planning and conducting in-service meetings on the development and use of student records.

20 75. Serve as sponsor for a high school class.

0 76. Serve on curriculum committees in a consultative capacity on issues in planning, revising or evaluating instructional programs of study with psychological dimensions.

23 77. Set up pre-registration cards.

13 78. Supervise student elections.

20 79. Tally course selections.

0 80. Test any new students who transfer to the school without adequate ability and achievement data.

0 81. Work more closely with business and industry for the purpose of improving placement services.

THE SECONDARY SCHOOL COUNSELOR'S DUTIES

Directions for Students

Listed below are duties of secondary school counselors. Go through the list and put a check in front of all the ones which you believe that your counselors do.

1. Write an A in front of three which you checked on which you believe counselors spend most of their time.

2. Write an F in front of three which you checked on which you believe that counselors spend the least of their time.

3. Go through the entire list of those you checked again and write a B in front of six items on which you believe that counselors spend next most of their time.

4. Finally, go through the rest of those checked and write an E in front of six on which counselors spend least time.

Students		The Secondary Counselor's Duties
138	1.	Administer individual intelligence tests.
23	2.	Administer individual tests of personality to students who are identified as having emotional problems.
314	3.	Administer school ability tests.
135	4.	Arrange parent conferences to discuss the family situations which might be affecting a student's school adjustment.
136	5.	Assist school personnel in selecting, revising, and improving the group testing program.
72	6.	Assist teachers in decision-making with such problems as grouping and retention.
132	7.	Assist teachers in setting up remedial learning groups.
120	8.	Assist the school administration in devising operational criteria for identifying exceptional students -- both the gifted and mentally retarded.
136	9.	Be responsible for the evaluation and educational placement of students who are physically handicapped.
82	10.	Be responsible for initiating case studies of students with emotional, developmental, and learning problems.
457	11.	Check on whether or not students have met graduation requirements.
70	12.	Collect and interpret pertinent research for the purpose of decision-making by administrators and special committees considering innovations in curriculum and instructional procedures.
116	13.	Confer with teachers on problems of motivating students' learning.
39	14.	Confer with teachers who wish help in clarifying instructional objectives and defining them in measurable terms.
64	15.	Conduct action research studies of comparative methods of instructional procedures and materials in conjunction with the curriculum department.
79	16.	Conduct group counseling sessions for students referred by teachers and parents.
102	17.	Conduct group counseling for students who seek help for themselves.

60 18. Conduct group sessions with teachers which are focused on self-understanding and ways in which they may better cope with emotional problems of pupils in the classroom.

51 19. Conduct in-service training with teachers in test administration procedures.

113 20. Conduct interviews with students, teachers, administrators, and parents as a means of collecting information pertinent to making a valid assessment of a child's developmental history.

122 21. Conduct parent conferences to discuss the academic progress of their children.

33 22. Conduct follow-up studies with former students.

77 23. Consult with teachers concerning problems of improving the learning climate with their classrooms.

215 24. Consult with teachers concerning pupils with whom they want assistance.

266 25. Contact regularly those students who are doing poorly and try to help them improve their school work.

18 26. Coordinate in-service education programs concerning the mental health aspects of teaching.

198 27. Coordinate the school testing program.

93 28. Cooperate with PTA's, YMCA's, church groups, and special school classes in giving talks on such topics as family relations, boy-girl problems, and similar issues.

286 29. Counsel failing students.

199 30. Counsel individually students who are referred by teachers, administrators and parents.

225 31. Counsel individually students who seek asssitance on their own behalf.

290 32. Counsel new students.

188 33. Counsel students with personal problems.

21 34. Counsel teachers concerning their own personal problems.

187 35. Develop local test norms for ability, achievement, and aptitude tests.

48 36. Develop referral forms for use of teachers and administrators.

28 37. Discipline students.

90 38. Establish good working relationships with other pupil personnel workers.

215 39. Evaluate and classify pupils for special instruction in areas of mental retardation, reading difficulty, and gifted classes.

90 40. Expedite referrals of students to outside agencies and serve as a liaison between these agencies and the school community.

92 41. Follow-up conferences with those who have referred students for help.

301 42. Help students complete college applications.

290 43. Help students develop post-high school educational plans.

415 44. Help students develop four-year school plans.

139 45. Help students identify and evaluate their saleable job skills for employment.

138 46. Help students find post-high school employment.

285 47. Help students obtain college scholarships and other financial aid.

100 48. Help students obtain part-time and summer employment.

191 49. Help students obtain information on foreign student exchanges.

343 50. Help students revise their educational plans.

226 51. Help students make vocational choices.

40 52. Hold staff meetings to acquaint teachers with referral procedures.

165 53. Identify and counsel underachieving pupils.

40 54. Initiate case conferences with the school psychologist, school nurse, and other pupil personnel workers regarding pupils with emotional and learning problems.

45 55. Interpret ability test results to individual parents.

75 56. Interpret tests and help teachers use test results.

14 57. Interpret to teachers the functions of other pupil personnel specialists in the school district.

242 58. Maintain accurate records of test results, reports of conferences with other school personnel and parents, and personal observations of students.

187 59. Maintain an adequate supply of guidance literature and materials for teachers and parents.

77 60. Meet with parent groups to acquaint them with the educational program of the school.

218 61. Orient junior high school students to high school.

199 62. Note any special request for courses and try to arrange to have them offered.

104 63. Participate in conferences with teachers, supervisors, and administrators concerned with assigning children to classes and special remedial programs.

73 64. Participate in referral conferences with teachers and administrators.

75 65. Prepare case histories of students experiencing difficulties in adjusting to the school environment.

125 66. Prepare statistical reports of test results comparing groups of students' educational growth over a period of years.

220 67. Prepare statistical summaries of aptitude and achievement test results.

63 68. Prepare written reports of pupil evaluations for teachers, parents and other referral psychological agencies.

51 69. Provide leadership training for students who are or would like to be student leaders.

59 70. Retest students whose scores on standardized achievement and ability measures are highly variable from test to test.

446 71. Schedule students' classes.

36 72. Serve as chairman of the building test selection committee.

54 73. Serve as consultant to faculty study groups, PTA meetings, departmental meetings, etc. for improving their group procedures.

45 74. Serve as resource person to the administrator in planning and conducting in-service meetings on the development and use of student records.

161 75. Serve as sponsor for a high school class.

32 76. Serve on curriculum committees in a consultative capacity on issues in planning, revising or evaluating instructional programs of study with psychological dimensions.

268 77. Set up pre-registration cards.

92 78. Supervise student elections.

190 79. Tally course selections.

123 80. Test any new students who transfer to the school without adequate ability and achievement data.

52 81. Work more closely with business and industry for the purpose of improving placement services.

APPENDIX II

SCHOOL CITY OF MISHAWAKA
Department of Pupil Services

Guidance and Counseling
Student Questionnaire
Fall 1971

Will you please place an X in the box that best indicates how you feel about counseling. Please write additional comments in spaces for that purpose. We ask for your cooperation with this survey, and hope you will give serious thought to providing honest responses. Base your answers on your experiences for the 1970-71 school year.

1. How many times did you come for counseling? (Please check)

   1 ☐ 2-5 ☐ more than 5 ☐

2. Did you arrange your first interview, or were you sent for by the counselor?

   arranged myself ☐ sent for ☐

3. If you were sent for by the counselor for the first interview, did you arrange any others yourself? (Omit this question if you arranged first interview.)

   Yes ☐ No ☐

4. Was counseling helpful to you?

   Yes ☐ No ☐

5. If yes, in what way was it helpful? Please answer in your own words.

6. Is there any way in which the guidance and counseling service could be more helpful? Please explain.

7. Age 12 ☐ 1 13 ☐ 2 14 ☐ 3 15 ☐ 4 16 ☐ 5 17 ☐ 6 18 ☐ 7 19 ☐ 8

8. Sex Boy ☐ 1 Girl ☐ 2

9. How many times did you volunteer for counseling?

0	1	2-3	4-5	6-7	8-9	10	more than 10
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8

10. How many times were you referred to the counselor?

0	1	2-3	4-5	6-7	8-9	10	more than 10
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8

11. How often did you see the counselor individually?

0	1	2-3	4-5	6-7	8-9	10	more than 10
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8

12. How often did you as a member of a group see the counselor?

0	1	2-3	4-5	6-7	8-9	10	more than 10
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8

13. Has counseling been helpful to you?

Extremely Helpful						No Help At All
1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

14. Did you find the counselor to be understanding?

Extremely Understanding						Not Understanding At All
1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

15. Did the counselor listen to you?

Listened to everything I had to say						Didn't listen at all
1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

16. Did you feel the counselor was interested in you, your feelings, your opinions, in you as a person?

Extremely interested in me						Not interested in me at all
1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

17. Did the counselor respect you and your opinions?

Always respected me and my opinions						Did not respect me and my opinions
1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

18. In counseling, did you feel you could talk freely?

Always felt I could talk about anything — Felt I could not talk about anything

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

19. Has counseling helped you in your school work?

Helped me to become a much better student — Has not helped me at all in my school work

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

20. Did counseling help you to learn anything about yourself?

Learned a great deal about myself — Learned nothing about myself

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

21. Did counseling bring any change in you as a person? (Did it change your behavior, ideas, attitudes, or anything like that?)

Changed me greatly. I became a new person. — Did not change me at all

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

22. Did counseling help you to "blow off steam," "to get things off your mind," to talk about things that really "bugged" you?

Counseling helped me to blow off steam, whenever I wanted to — Never helped me to blow off steam, to get things off my mind

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

23. Has counseling been helpful to you in career planning?

Extremely helpful — Of no help

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

24. Has counseling been helpful to you in your educational planning?

Extremely helpful — Of no help

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

25. In a few paragraphs or so please tell us what you think about the counseling program. What are its strengths and weaknesses? How can it be improved?

26. If counseling has been helpful to you, please tell us in what way it has been helpful. If it has not been helpful to you, please tell us why it hasn't.

Please circle presnet grade classification

9 10 11 12

A P P E N D I X III

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Model Counseling Plan Implemented for MHS

By JOHN D. MILLER
Tribune Staff Writer

Much as a potter works from a lump of clay with only a mental picture of his finished product, School City guidance personnel are molding a model high school counseling program.

Like the artisan, Miss Jane Bebb, director of pupil services, believes that the end product will be an improvement over the present one.

School City received an $8,287 grant from Title III of the Elementary and Secondary Education Act to design and implement a model program and is midway through the first year of that grant.

Planning began early last year with an evaluation by students and counselors of the existing program. When the grant was approved in May, plans were made to send the counseling staff to Indiana University at South Bend for a special summer counseling workshop. During the summer of 1972 they will return for an advanced studies practicum.

Miss Bebb noted that the federal grant is being expended for in-service programs, consultative services and administrative costs. Members of the consultant team are Dr. Eldon Ruff and Dr. Gerald Dudley, IUSB; Dr. Merle Ohlson, Indiana State University, Terre Haute, and Dr. Ivan Pangrac, School City's chief clinical psychologist.

Miss Bebb, who is also director for the guidance project, explained that it is not intended as a criticism of the operation of the counseling offices at present. "Our involvement grew out of a nationwide interest in the need for change," she said.

The American School Counselor Assn. (ASCA) and its parent group, the American Personnel and Guidance Assn. (APGA) have been evaluating the role of the secondary school counselor and made recommendations concerning counseling techniques, procedures and processes.

"At Mishawaka High School," Miss Bebb continued, "we felt the counseling program placed the staff in a position where it was spending a disproportionate amount of time with college bound students, an inordinate amount of time doing administrative details such as credit checking, class scheduling, and were involved with outside duties such as being class sponsor and ordering caps and gowns."

The five counselors have been relieved of most of the administrative details and their other duties were redefined for more efficient operation and with the ultimate goal of meeting the individual needs of the students, she added.

As an example, Miss Bebb said that Miss Audra Rea has exclusive responsibility for testing; Al Dalkowski co-ordinates material pertinent to vocations and careers; Victor Wukovits is in charge of scholarship and financial aid information; Mrs. Jeanette Davis is primarily responsible for students planning to attend two-or four-year colleges, and John Golba serves as liaison with other special services such as special education and health services.

Each counselor is assigned one-fifth of the approximately 2,000 MHS students and has a mixture of all four classes. In addition to educational, occupational and vocational counseling, it is hoped that more time can be spent offering students personal, social and family guidance.

Some of the measurable goals which the project hopes to help achieve include a reduction in the failure and dropout rates, an increase in the student's knowledge of himself and in his ability to make better academic and vocational choices and to create a closer relationship between the counseling and teaching staff through better understanding of each other's roles.

Credits Administrators

Miss Bebb cautioned that changes would come about slowly as the administrators and counselors work together to find a workable mold. She gave credit to Dr. Kenneth J. Koger, superintendent, and Frank A. Firmani, assistant superintendent-instruction, for their enthusiasm and support of the project from the start.

The guidance project will be explained by Miss Bebb, Robert Smith, high school principal, and members of the counseling staff at a conference of the Indiana Personnel and Guidance Assn. Feb. 11 in West Lafayette, and members of the state department of public instruction will conduct an on-site evaluation in March.

Miss Bebb concluded by noting that application will be made for refunding of the project a second year and that when the model is completed it hopefully will have something meaningful for other schools which would strive to improve counseling services.